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AUTHOR Nicholes, Daniel R.
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ABSTRACT

A report of community opinions about responsible citizenship in seven Pennsylvania school districts is presented. The document is organized into three parts. Part I, a description of four community citizenship committee models, outlines the criteria which participating school districts considered in forming their committees. Committees chose to organize into a representative community committee, a community task force, school-community committee, or community educational planning committee. Part II, the major part of the document, reports the experience of each school district. Each report begins with a description of the committee structure, followed by that district's definition of responsible citizenship and the committee's expectations for positive citizenship behavior. The final section summarizes the work of the seven communities. Six areas of expectation emerged from the citizen advisory committees: respect, rights, and responsibility; community pride and participation; positive attitudes toward business; traditional democratic values; citizenship skills and processes; and citizenship knowledge. These six areas will provide the bases of instructional objectives for classroom strategies. (Author/KC)

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Community Views of Responsible Citizenship;

A Report of Seven Community Citizenship Committees

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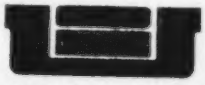
Dr. Daniel R. Nicholes, Director
Community Involvement for Resonsible Citizenship

Allegheny Intermediate Unit



Instructional Support Services

Dr. Harold E. Oyer, Executive Director
Dr. Therese T. Walter, Assistant Executive Director

Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212

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Introduction

In the winter and spring of 1978-79, seven school districts in Allegheny County, Pennsylvania; Churchill Area School District, Clairton City School District, Duquesne City School District, Gateway School District, Riverview School District, Shaler Area School District, and West Mifflin Area School District, went to the communities which they serve to determine what citizenship means in each of those communities. This report represents the outcome of that work.

For those seven school districts, their communities comprise the fundamental starting point in citizenship education. Students, and more importantly, students and their families, live and interact within their communities. The schools are part of the community, but they reflect rather than determine the family's and community's expectations.

Exploration of community expectations for citizenship behavior is the first step toward citizenship education. The Allegheny Intermediate Unit, under a grant from the Pennsylvania Department of Education, provides guidance and support through the Community Involvement for Responsible Citizenship Project. The project has aided the participating school districts in identification of community expectations and will undertake with the districts to operationalize the communities expectations through citizenship education programs at all levels of instruction.

The report, which represents the basis of a growing educational program, is presented in three parts. First, a description of community citizenship committee models outlines the criteria which participating school districts considered in creating their committees. Those who wish to explore committee creation in greater depth should obtain the project's Guidelines for Creation of a Community Citizenship Committee, available from the project. Part two reports the experience of each district.

Finally, an overview or composite set of expectations summarizes the work of the seven committees.

The contents of this report represent a synthesis of nearly a year's work by many people. While it strives for a true representation of community expectations, the merit of presentation of those expectations rests with the project staff. We welcome readers' comments and criticisms which should be directed to the project director:

Dr. Daniel R. Nicholes
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212

Part One: Creation of the Community Citizenship Committee

The manner and accomplishment of the creation, composition, and structure of the community citizenship committee were responsibilities of participating districts. The project staff provided aid in this process but recognized that each district was in the best position to determine how the committee could best meet project goals and district needs. Guidelines have been designed to provide aid. The committee structures outlined below are models which districts could adopt in their entirety or in part. Or they could be replaced with a committee structure of the district's choosing.

The project designed four alternative models for community citizenship committee composition. The models represent a continuum from a committee which represents the spectrum of community interests on one end of the continuum to a committee composed of accomplished data gatherers and synthesizers at the other end of the continuum. Model 1 represents the community interest end while Model 2 represents the opposite end. Models 3 and 4 lie between Models 1 and 2 on the continuum.

Model 1: Representative Community Committee

The participating district selects committee members from groups in the community. In this manner, the committee approximates a cross section of community interests. Some examples of such groups might consist of:

a. Parent groups:

-PTA
-Indian Guides

b. Community service organizations:

-Lions
-Rotary

c. Justice community:

-law enforcement agencies
-Juvenile Court
-Bar Association

d. Business community:

-Chamber of Commerce
-Merchant Association

e. Racial/ethnic organizations

f. Lay religious organizations:

-community ministry

A committee of representatives from such groups would likely comprise 10-15 members. It has the advantage of representing the community in its composition and could define citizenship expectations of the community on its own authority.

This model includes only one representative of the school district, the district representative to the project. Consequently, the committee must structure input on school expectations for citizenship behavior. This could be accomplished through discussions with the various interests which compose the local educational community, such as the school board, superintendent, teachers' organization, principals, and students.

This model lends itself best to small, relatively homogeneous communities. School districts which encompass several communities or a very diverse community would require a large committee to maintain representativeness. Pittsburgh Board of Education accomplished this in Project 81 through the use of several committees with group leaders who met with the Board representative.

Model 2: Community Task Force

For some school districts, Model 1 may be inappropriate. As suggested above, the community may be too large or too diverse to represent major interests while maintaining a workable committee size. Other communities may find that community interests are often in opposition to each other. In such cases, inter-group hostility vented at committee meetings may prove counter-productive

to the achievement of committee goals.

Model 2 comprises a structure designed to help school and community achieve the goal of defining citizenship and citizenship behavior expectations. This model does not pursue these goals through a representative committee. Rather, the committee consists of 4-6 persons chosen for their ability to hear all sides of issues and to work with diverse interests. Based on the input from testimony by the various interests of the community, the committee will synthesize and report community expectations.

The Model 2 committee may include representatives of the school district but should not constitute itself wholly of professional educators. Members of the community will sit on the committee, although their positions will not depend on their ability to represent community interests.

In seeking members for a Model 2 committee, the district should look to members of the community with special experience. Such persons should know how to deal with divergent points of view. They must be able to recognize their own biases and minimize the impact of such biases. Those in human service occupations or personnel work in business would likely have such qualities.

Model 3: School-Community Committee

Similar in composition to Model 1, the Model 3 committee is comprised of representatives of community interests. In addition, representatives of the schools, board members, administrators, teachers, and students will also sit on the committee. This will give an additional option to those districts which desire school participation in the committee process.

Model 4: Community Educational Planning Committee

Some districts had demonstrated a desire for citizenship planning before and beyond the scope of this project. Those districts which have demonstrated

a strong interest in citizenship education development through their long-range planning efforts may wish to maintain a tie to that effort. In that case, the community committee would include some members of the long-range planning committee with an interest in citizenship education.

A committee composed in this fashion would have the advantage of familiarity with the broad scope of district goals. It could have a disadvantage of preconceived notions of effective educational approaches.

Other committee members could be chosen as representatives of community sectors as in Model 1, or as task achievers as in Model 2.

The four models do not represent the universe of alternatives for community involvement. They are devices to help participating districts structure their community citizenship committees in a way that best utilizes district understanding of their communities. In every case, committees received guidance in gaining input of school expectations of student behavior as well as community expectations of citizen behavior. In this way, the districts ensured that the community and the school involved themselves in citizenship planning from the beginning.

Part Two: District Outcomes

The manner in which each participating school district chose its committee and deliberated on the meaning and problems of citizenship in its constituent community differed. All used the models described in Part One as a guide, but none adopted a model in whole. Each committee represented a local mutation of the models based upon district and community perceptions of their uniqueness. Consequently, the report of the outcomes of committee deliberations which follow, each begins with a description of the manner in which the committee constituted itself. Following this is a review of that district's definition of responsible citizenship and the committee's expectations for positive citizenship behavior.

Churchill Area School District

A medium-sized, suburban school district east of Pittsburgh and Swissvale (Pennsylvania), Churchill Area Schools can be characterized as middle to upper-middle class. Because of the relatively homogeneous nature of the community population, Churchill found the community constituency model easily adaptable. In addition to representatives of the community, the committee included a junior high school principal, a school psychologist, a guidance counselor, and social studies teachers. Students participated in committee deliberations, but did not sit as members of the committee.

The view of citizenship from the Churchill perspective is similar to other districts in several ways. Respect, responsibility, pride, and participation are central. The distilled expectations of the committee were prioritized and stated as follows:

1. Respect for the rights, privileges, and property of others.

2. Fulfillment of responsibilities to society by contributing to and participating in it.

3. Behavior that reflects pride in society, as well as in one's self.

4. Balancing individual needs with societal needs.

5. Knowledge of the law, framework of government and history of the society.

A notable difference of the Churchill committee perspective from that of other districts' committees was its focus on society rather than community. The Churchill committee suggests that one's first responsibility is to a larger society rather than to local community. In this respect, the Churchill expectations represent the most abstract and the least self-centered. It is hoped that this attitude will be helpful in encouraging development of understanding of others among students, a serious problem among many students in the changing population mix of eastern Allegheny County.

Clairton City School District

Clairton represents the model of a turn-of-the century industrial suburb. Consequently, the project characterized the district as an urban one, its business, industrial base, and population representing that of a large city even though the municipal population is 15,000. The Clairton committee chose the community constituency model, augmented by teachers and students.

The committee determined that responsible citizenship focuses on three concepts: knowledge, obligations, and participation.

1. A responsible citizen knows his or her rights, the services provided by the community, and its governmental, school, and social agencies.

2. A responsible citizen understands and exercises his or her obligations to the community. He or she also understands that the community has obligations to the individual.

3. A responsible citizen participates in the social and governmental life of the community. This includes participation in school activities and governance and includes both parents and non-parents.

The committee also wished to recognize that the community holds somewhat stricter expectations of young people than it does for adults. While young people are citizens, the discipline of learning to function as an adult requires that young people work toward standards which many adults may not. For example, the committee felt that young people and adults should not use vulgar or profane language, but that it is reasonable to demand compliance of young people while not of adults.

A need was expressed by the committee to validate their views of responsible citizenship with the community. Consequently, the committee created and administered a questionnaire to a sample of Clairton residents. The sample consisted of approximately one-third adults (over age 18) and two-thirds young people (age 18 and under). Consequently, the views revealed by the questionnaire represent young ones when analyzed in aggregate.

The community respondents agreed with committee choices with very little difference exhibited by age of respondent. Young respondents tended to be even more supportive of the committee's view of citizenship responsibilities. Differences between adult and young respondents emerged over the question of whether students have different moral and legal responsibilities than do adults. To this question, adults responded "no" by about a 3 to 2 margin, while about 3 out of 4 young people indicated that they felt they have different moral and legal responsibilities than adults. As examples, the questionnaire suggested vulgar language and making of school rules and policies. Adults and young people agreed that they have the same responsibility regarding vulgar language -- presumably that they should not use it. In terms of school rules, however, the adults thought that adults and young people have the same responsibility, while the young people did not. While the meaning of this difference is unclear, it is an indicator of differing perceptions of responsibility for self-governance among adults and young people in the Clairton school community.

In their response to the committees' questionnaire, the community filled in some other perceptions of responsible citizenship. They described the following characteristics of a good citizen.

1. A responsible citizen involves himself or herself in the community and the schools.
2. He or she votes, pays taxes, and obeys the law.
3. He or she demonstrates respect for all and self control.
4. He or she generates pride for the community and works to keep the community clean and safe.
5. He or she is a practicing member of the religion of his or her choice.

Duquesne City School District

The citizens of Duquesne constituted themselves as a committee which combined the task force and constituent interest models. A core of citizens and school district representatives took testimony from various segments of the community and coordinated the synthesis of this input with the representatives of local organizations and interests.

Duquesne's view of responsible citizenship emphasizes rationality and responsibility:

> A responsible citizen is one who meets everyday political situations with open-minded, rational, and logical thought, expressing, listening, hearing, and formulating opinions, making decisions, whether positive or negative, and demonstrating willingness to accept the consequences of those decisions, and following through with action for the betterment of the community in which he or she is a functional part. A responsible citizen realizes that every course of action is based on an awareness of one's unique role in the areas of one's personal individualization, one's religious, vocational,

political, legal and educational interdependence. These elements impact upon the citizen's and the community's behaviors, involvement, and obligation.

The committee sought to simplify their definition through careful determination of expectations. This was achieved by creating a behavior matrix in which self esteem and respect comprise the major personal elements and government, business, education, religion, and legal comprise the community elements. A series of four to eight statements define the relationship of the personal and community elements in each cell.

Duquesne City School District

General Attitudes and Positive Behaviors

Personal / Community	Respect	Self Esteem
Government	1. Respect the purposes of local government. 2. Know how local government is organized and structured. 3. Recognize the importance of political opposition and citizen interest groups. 4. Know what services are provided by local government organizations. 5. Participate in the selection of local officials by exercising the voting privilege.	1. Loyalty to country. 2. Respect for just law. 3. Recognize civic responsibilities. 4. Oppose unjust laws and behaviors. 5. Recognize a purpose for government. 6. Understand governmental organizations. 7. Become involved in government. 8. Strive for civic improvement.
Business	1. Respect for business and their establishments provide an atmosphere of mutual trust between business persons and citizens. 2. Respect for business will guarantee the best services for the money a citizen spends. 3. Promotion of business in the community adds to the prosperity of the community. 4. Respect that business people promote and support a variety of public services.	1. Respectful of individual rights. 2. Concern for well-being and dignity of others. 3. Recognize that one's business actions affect others. 4. Conduct one's business matters ethically. 5. Offer help to those who need it. 6. Comply with oral or written contracts or agreements made with individuals or groups.
Education	1. Respect fellow students and their rights. 2. Respect and maintain a good learning atmosphere. 3. Respect the school building and it's various facilities.	1. Respect for feelings and well-being of others. 2. Respect for private and public property. 3. Respect for authority. 4. Loyalty to individuals and groups.

Personal / Community	Respect	Self Esteem
(Education Con't.)	4. Respect the property and personal belongings of fellow students and school personnel. 5. Recognize the importance of doing your best in school.	5. Active participation in school functions. 6. Recognition of one's purpose for being in school. 7. Offering help to peers when needed.
Religion	1. Respect all places of worship. 2. Respect the various religious philosophies and ceremonies. 3. Recognize the support and leadership that the religious organization adds to the community. 4. Religion helps develop the moral character of the community.	
Family		1. Respect for individual family members. 2. Sharing responsibilities in the home. 3. Help provide for other family members. 4. Instill respect for elders in younger family members. 5. Sharing thoughts and ideas which affect the family unit. 6. Instill skills and civic values in other family members.
Law	1. Respect for the law is simply complying with the law. 2. Respect the rights and responsibilities of your fellow citizens. 3. Encourage lawful behavior in others. 4. Co-operate with law enforcement officials.	1. Strive to gain a basic understanding of legal structure. 2. Respect for just laws. 3. Encourage ethical and lawful behavior. 4. Oppose unjust laws in a lawful manner. 5. Comply with the law. 6. Recognize and respect individual rights. 7. Recognize the need for law.

Gateway School District

A larger suburban school district, Gateway represents an amalgam of working class, middle class, and high socioeconomic status residents. The district serves the communities of Monroeville and Pitcairn, the former a post-World War II area of classic suburban growth and the latter an old rural community engulfed by that growth. The citizenship committee comprised representatives of these communities plus high school, junior high school, and elementary school administrators and teachers plus several senior high school students. In committee deliberations, all members had an equal voice, but community members represented those who voiced community expectations while district representatives tended to adopt an advisory role.

The Gateway view represents a more integrated narrative view of citizenship than do the enumerated expectations of other participating districts.

> Citizenship stresses a continued interest and participation in public on the whole part of society, thereby producing a person of action, commitment, and caring. If one has an active commitment, followed by involvement, a more positive self image will develop.

The project staff is presently working with the Gateway committee to explore the implications of this definition with the community through a survey.

Riverview School District

This small district serves the boroughs of Oakmont and Verona. Consequently, its population can be characterized as settled middle to upper-middle in socioeconomic status. Serving a comparatively small population, the Riverview com-

mittee drew representation from the constituent interests of its communities. In addition, high school students, elementary guidance counselor, elementary principal, and high school assistant principal participated. The committee was chaired by the high school principal.

For Riverview's committee, responsible citizenship is putting into action love, concern, pride, and respect for one's self, one's neighbor, one's community, and one's country. It is treating others as we would ourselves be treated. It is setting the "good" example that all may see and that the impressionable may emulate.

Elements of Good Citizenship:

I. Self Respect

An individual should show respect for his own well being. He should cultivate his abilities and talents and be aware of his shortcomings and limitations. Without an appreciation and knowledge of our own capacity, we cannot develop our potential creativity and productiveness.

II. Respect for Law and Order

There is an order and design in our creation and the land on which we live. We must adapt to the physical order of our natural environment. Similarly, we need an order in our relationship with elements of our environment particularly with other humans. When you share the same living space, you must think of others and respect their integrity and uniqueness.

III. Respect for Others

This begins with self respect. As you safeguard your individuality, you respect the rights of others to be "different". A key word in this concept is tolerance. You need not agree but as with Rousseau you defend the right of others who think and act in a manner other than your own.

IV. Acceptance and Implementation of Individual and Group Responsibilities

The cliche that states "before you can lead, you must be able to follow" has some merit. As components of various units and institutions of society, we must do our part. When asked, "Who will know or care whether we do the right thing", the response should be, "I will." Shakespeare's "Unto thine own self be true..." applies.

V. Temperance

Another word for this concept is moderation. Excess in almost any activity can and usually is harmful. This applies to religion, everyday living, love of country, etc.

VI. Decision Making Ability

Making decisions is fundamental to our basic well being. It can be as uneventful as deciding on the evening's menu given a number of desirable choices or as calamitous as picking a mate. Decision making must be directed by interests, knowledge and goals. If the die is cast let us hope that its configuration represents a proper decision even if it is not popular.

VII. Respect for Personal Property

In all of us there is a strong sense of possessiveness. It's my ball or my bat. It's our house, our family or our car. When we cannot always accept or afford others' talent or possessions, we have the tendency to find fault with them or what they have.

Implications for Citizenship Education

The above definition and elements of responsible citizenship have implications for the manner in which the Riverview schools institute a citizenship education program. We believe that such a program should be designed with the

elements as the central objective and that the program should first address itself to the most important problems which impede our children's growth toward responsible citizenship in our community.

First, the place of the family as the organizer and teacher of personal and citizenship values should be recognized and reinforced. The school cannot replace the family's influence in this regard, but the school can aid and support the family in this important endeavor. To achieve this, the school, community, and family must work together in an active partnership.

Citizenship education is for all students. In this regard, it should set problem prevention as its foremost goal. The most insidious and undermining problem which our young citizens now face is drug and alcohol abuse. The partnership of school, family, and community must work together through programs which will alleviate this problem which faces all communities. While both prevention and treatment are necessary, a prevention program for young children may make treatment programs for young adults more manageable.

The influence of television represents a third problem area. Television is a potent force in the formation of the character and ideals of our children. We are concerned that the many hours of exposure may be negative teachers. On the other hand, the television is a powerful force which can be used positively. We want the school and community to exploit opportunities to use television positively.

Pride in home, school, community, state and nation has guided our work in defining the elements of citizenship. We want our young people to share that pride which we feel. To do that, we must present good models for young people to respect and follow. While we do not expect our young people to be perfect in every way, we can recommit ourselves to trying to become the models we want our young people to follow, to represent in ourselves the goals we suggest for them.

Shaler Area School District

A large suburban school district located north of the Allegheny River, Shaler Area School District serves population of all socioeconomic levels in the four communities of Etna, Millvale, Reserve and Shaler. Because these four geographical areas represent established communities, the Shaler Area community constituted itself as a task force. Composed of representatives of school and community chosen for their proven ability to function smoothly in committee structure, the Task Force Committee took testimony from the constituencies of the four communities and synthesized them into the expectations below.

While this synthesis represents a consensus of opinion on responsible citizenship, the project recognizes that implementation of these expectations will differ across the schools of Shaler Area. In situations, such as that of Shaler Area, in which several communities are served by a single district, citizenship education activity should be generic so that involvement and sense of community may reflect the traditions and life styles of each community. The following statements represent the highest priority cluster identified and ranked by the school and community representatives consulted by the Task Force Committee. It was the committee's judgement that these character-related goals were rated most important as citizenship expectations because they should be introduced first in the home and continuously reinforced by the schools. As a result of home and school citizenship instruction, Shaler Area students should:

1. demonstrate respect for the opinions, rights and property of others.
2. be honest in business and interpersonal relationships.
3. understand the legal and civic implications of their actions and accept responsibility for their own behavior.

The remaining cluster of citizenship goals ranked consistently in the high and medium priority range and appear in the committee's opinion to be more

clearly the primary responsibility of the schools and more specifically of the social studies. These goals are listed below:

1. Be knowledgeable regarding the democractic political process and American economic system at a level appropriate to student understanding.

2. Reflect national pride by critically and knowledgeably defending the values of a free society such as due process of law, social and economic justice, popular consent, democratic decision-making, free speech, freedom of religion and the like.

3. Be aware of community, national and international problems, events and goals by reading newspapers and magazines, by watching television, listening to the radio, and by discussing issues with others.

4. Be able to use negotiating skills in the spirit of compromise to resolve problems or grievances.

5. Be willing to become responsibly involved in or supportive of community and school activities, such as participating in the political life of the community where appropriate, offering neighborly help or support, supporting charitable work, attending social events, and the like.

6. Learn how to take part in and influence short and long-run decision-making.

7. Be able to apply rational and objective inquiry methods to the study and discussion of social issues or problems.

8. Recognize that we are all part of a world community and that individual or national actions can often have far-reaching effects on near and distant peoples and places.

9. Recognize and respect the interdependence among people, animals and all the living environment on the earth.

West Mifflin Area School District

A large school district serving the largest geographical area of any project participants, the West Mifflin committee found itself in a unique situation. Whereas problems of community in the other districts represented problems of growing suburban population or older communities, West Mifflin Borough is an old municipal division which has experienced heavy growth since World War II. This has resulted in a sense of separation of the northern and

southern segments of the borough because of different patterns of growth there. Consequently, the committee, a task force group, set as its first priority the encouragement of a sense of West Mifflin as a single community. To operationalize this goal, the committee suggested that the following citizenship behaviors represent those which will best serve the community:

1. Learning and exercising responsibility.
2. Respecting personal and public property.
3. Being aware and involved in the social structure of the municipality.
4. Being aware and involved in the political structure of the municipality.
5. Demonstrating community pride through:
    a. identification of self with West Mifflin
    b. identification with local programs

Part Three: An Overview of Expectations

The experience of the seven committees suggested areas of commonality and difference. Commonality tended to reflect content -- for example, all the committees felt that student self esteem is very important in the development of responsible citizenship. Differences tended to be reflected in style -- for example, some felt that positive self esteem would encourage pride in community, while others felt that self esteem meant feeling good about oneself as an individual in a larger society.

As a consequence of the above commonalities and differences, it was difficult for several committees to arrive at a consensus and little consensus exists among committees. However, it is possible to create a composite set of citizenship expectations. While it would not represent a consensus, it will give the reader some insight into the areas considered important by the committees.

Six areas of expectation emerged from the citizen advisory committees. These six areas will provide the bases of the instructional objectives for classroom strategies. They consist of the following:

1. Respect, rights and responsibilities
2. Community pride and participation
3. Positive attitudes toward business
4. Traditional democratic values
5. Citizenship skills and processes
6. Citizenship knowledge

1. Respect, rights and responsibilities

The first major area represents a complex of attitudes and behaviors internal to the young citizen which predisposes her or him toward responsible citizenship. Foremost among those are respect for self and respect for others.

The committees believed that respect for the rights of others flows from respect for self and others. Accepting one's responsibility for one's own acts, responsibility for one's community, and an ability to balance one's rights and responsibilities complement the understanding and exercise of a citizen's rights. Most committees included respect for law and property as reflections of personal respect.

2. Community pride and participation

All of the committees felt that students should exercise their responsibility toward their community through participation. The nature of that participation varied greatly. Where the community appeared fragmented, a strong desire for students to identify with one community emerged. In those districts with long-established communities, the committees favored approaches which reinforce allegiance to the traditional communities.

All suggested that students should develop pride in their communities, identifying themselves with their home communities. Students should become aware and involved in the political and social life of their community and should support community and school activities.

The logical extension of the desire for community pride and participation is student ownership and governance within the community structure. Most committee members recognized that active participation in community life by any citizen requires that the citizen have an active rather than passive view of her or his place in the control of that community's destiny.

3. Adopt traditional democratic values

Free society, in the view of the committees, are based on strong ties to certain democratic traditions. The views of due process, social and economic justice, and personal freedoms of the U.S. Constitution typically represent community views of traditional democratic values.

4. Respect for business and free enterprise

Almost as an extension of views of traditional democratic values, the citizen advisory groups expressed a desire that students have positive attidues toward a free enterprise economy. More concretely, they want students to respect local business. A faith is suggested in this view that respect for local business will result in mutual trust between student and business persons. Such trust will guarantee the best service for one's money and contribute to the prosperity of the community.

5. Processes and skills

In order to realize the above expectations, students must develop certain intellectual skills. Those most often cited were decision-making, rational inquiry into social problems, negotiation and compromise, and developing influence in decision-making situations. In addition, students should recognize and respect the interdependence of humanity, animals, and their environment. While stated as a knowledge or feeling expectation, interdependence suggests a number of intellectual skills in social and scientific understanding.

6. Knowledge expectations

There are certain things a good citizen should know, such as basic law, the framework of government, and local and national history. One should be aware of the problems, events, and goals of the community and the nation. A citizen should understand American democratic and economic processes. On a personal level, one should understand the legal and civic implications of personal actions.

School District	Municipal Dvision	Municipal Population (1970)
Churchill Area	Churchill Borough	4,690
Clairton City	Clairton City	15,051
Duquesne City	Duquesne City	11,410
Gateway	Monroeville Borough	29,011
	Pitcairn Borough	4,741
Riverview	Oakmont Borough	7,550
	Verona Borough	3,737
Shaler Area	Etna Borough	5,819
	Millvale Borough	5,815
	Reserve Township	4,151
	Shaler Township	33,369
West Mifflin	West Mifflin Borough	28,070